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ABSTRACT

The Bureau of Indian Affairs (BIA) developed 30 American Indian content standards for arts education, based on the 1994 U.S. national content standards. Like the national standards, they are intended to apply across all grade levels (K-12) and are divided into the four arts disciplines of dance, music, theater, and visual arts. The purpose of these content standards is to specify what Indian students should be able to do in each arts discipline area. However, the standards are purposely broad statements so as to allow for local curricular objectives and classroom flexibility. The national document also contains achievement standards for grades 4, 8, and 12. A comparable set of achievement standards for Indian students was not developed. Rather, it was felt that the national achievement standards can, for the most part, be addressed through the Indian content standards. Although these American Indian standards were developed for use in BIA-funded schools, they may also be used as guidelines for developing more tribally specific local standards. An appendix from the national standards document is included that outlines content and achievement standards for sequential learning in each arts discipline. (SV)

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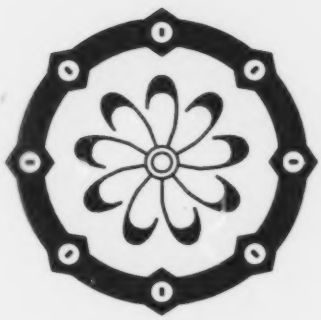
ED 420 478

AMERICAN INDIAN STANDARDS FOR
ARTS EDUCATION



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Developed by: **Office of Indian Education Programs**
Bureau of Indian Affairs
1996

Amended by: **ORBIS Associates**
Washington, D.C.
1998

Based on the 1994 National Standards for Arts Education
developed by the Consortium of National Arts Education Associations

RC 021585

American Indian Standards for ARTS EDUCATION

Introduction

"The arts are one of humanity's deepest rivers of continuity. They connect each new generation to those who have gone before." So state the 1994 "National Standards for Arts Education" (developed by the Consortium of National Arts Education Associations). For Indian people, the words of that quote ring especially true.

In keeping with the spirit of those words, the Bureau of Indian Affairs has developed these *American Indian Standards for Arts Education*. For the most part, these Standards are an adaptation of the Content Standards in the above cited national document. Like the national standards, they are intended to apply across all elementary and secondary grade levels (K - 12) and are divided into the four arts disciplines of Dance, Music, Theatre and Visual Arts. The purpose of these Content Standards is to specify what Indian students should be able to do in those arts discipline areas. However, the standards are purposely broad statements so as to allow for local curricular objectives and local classroom flexibility.

Although, in addition to the Content Standards, the national standards document also contains "Achievement Standards" which specify the levels of achievement that students are expected to attain at the completion of grades 4, 8 and 12, the authors of this American Indian document did not develop a comparable set of Achievement Standards for Indian students. Rather, it was felt by the BIA that the national Achievement Standards can, for the most part, be addressed through these Indian Content Standards. (The major exceptions to this are where the national Achievement Standards are specific to European performance genres.) A copy of the National Content and Achievement Standards are attached at the end of this document.

Although these American Indian Standards have been developed for use in BIA-funded schools, the BIA encourages each American Indian nation to also consider the development of its own standards for the education of its tribal citizens, if that is thought to be advantageous. These standards can either be used as is or as guidelines for developing more tribally specific local standards.

We note that these Standards should be considered "a work in progress." As such, they will periodically be improved and revised by the BIA, based on input from American Indian educators and leaders. Please send any comments you might have to:

Dr. Sandra Fox
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Bureau of Indian Affairs
1849 C Street, NW Mail Stop 3512
Washington D.C. 20240

Grades K-12

AMERICAN INDIAN *ARTS* EDUCATION STANDARDS

DANCE *Indian students should show increasing sophistication in:*

1. Content Standard: Identifying and demonstrating movement elements and skills in performing American Indian dances.

2. Content Standard: Understanding choreographic principles, processes, and structures when used in American Indian dance by American Indian dance artists.

3. Content Standard: Understanding American Indian dance as a way to create and communicate meaning, through both movement and appropriate symbolic materials (e.g., dress, accouterments, sacred objects).

4. Content Standard: Applying and demonstrating critical and creative thinking skills in American Indian dance and preparation for it.

5. Content Standard: Demonstrating and understanding dance of non-Indian cultures and historical periods.

6. Content Standard: Making connections between American Indian dance and healthful, spiritual living.

7. Content Standard: Making connections between American Indian dance and mathematics, science, art, social studies, and language arts.

MUSIC *Indian students should show increasing sophistication in:*

1. Content Standard: Singing, alone and with others, a variety of American Indian/tribal songs.

2. Content Standard: Performing on a Native instrument (e.g., drum, flute), alone and with others, a variety of American Indian/tribal music.

3. Content Standard: Improvising music on Native instrument (e.g., drum, flute).

4. Content Standard: Composing American Indian/tribal songs if appropriate within tribal/cultural protocols.

5. Content Standard: Understanding that music has melody, rhythm, texture, form and timbre in relation to Indian music and song.

6. Content Standard: Listening to, analyzing and describing American Indian/tribal music.

7. Content Standard: Evaluating American Indian/tribal music, performances and performers.

8. Content Standard: Understanding relationships between American Indian music, art, science, math, social studies and language arts.

9. Content Standard: Understanding music in relation to a variety of non-Indian cultures and historical periods.

THEATRE *Indian students should show increasing sophistication in:*

1. Content Standard: Scriptwriting -- by planning, improving, writing, and refining -- based upon personal experience and American Indian heritage, imagination, literature and history.

2. Content Standard: Acting by assuming roles and interacting -- i.e., developing, communicating and sustaining characters -- in student written or other American Indian theater performances.

3. Content Standard: Designing/producing -- i.e., visualizing, conceptualizing and arranging environments/artistic interpretations -- dramatizations or formal presentations on American Indian themes.

4. Content Standard: Directing -- i.e., planning and interpreting texts, and organizing and conducting rehearsals -- dramatizations/productions on American Indian themes.

5. Content Standard: Researching -- i.e., finding or synthesizing information to support dramatizations -- American Indian themes.

6. Content Standard: Comparing and connecting art forms by describing/analyzing American Indian presence in theater, film, television, electronic media and other arts.

7. Content Standard: Analyzing, critiquing and constructing meanings from American Indian student classroom dramatizations and other theater, film, television, and electronic media productions with American Indian themes.

8. Content Standard: Understanding context by recognizing how theater, film, television, and electronic media reflect American Indian cultures.

VISUAL ARTS *Indian students should show increasing sophistication in:*

1. Content Standard: Understanding and applying media, techniques and processes in relation to American Indian/tribal art.

2. Content Standard: Using knowledge of structures and functions in relation to American Indian/tribal art.

3. Content Standard: Choosing and evaluating a range of subjects, symbols and ideas found in American Indian/tribal art.

4. Content Standard: Understanding visual arts of non-Indian cultures and historical periods.

5. Content Standard: Reflecting upon and assessing the characteristics and merits of American Indian students' own work and the work of other American Indian artists.

6. Content Standard: Making connections between American Indian visual arts and math, science, social studies and language arts.

Dance
Music
Theatre
Visual Arts

What Every Young American Should Know and Be Able to Do in the Arts

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NATIONAL STANDARDS FOR ARTS EDUCATION

Appendix 2

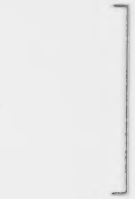
Outlines of Sequential Learning

The content and achievement standards for dance, music, theatre, and the visual arts are presented in the following pages in outline form.

Insofar as possible, the achievement standards are arranged so that similar skills and knowledge are aligned horizontally, left to right, representing sequential learning from level to level: K–4, 5–8, 9–12 proficient, 9–12 advanced. The sequential nature of the learning called for in the standards is evident in reading the standards this way.

A bracket indicates that an achievement standard at one level is related to more than one achievement standard at another level. An arrow indicates that, although the standard appearing at a lower level is not repeated verbatim, the students at higher grade levels are expected to demonstrate higher levels of those skills, to deal with more complex examples, and to respond to works of art in increasingly more sophisticated ways. A line indicates that a standard appearing at a higher level may not be developmentally appropriate at the lower level, although learning experiences leading toward the skills associated with the standard are assumed to be taking place.

Dance



= The achievement standard at one level is related to more than one achievement standard at another level.

= The Standard appearing at a lower grade level is not repeated, but students at this grade level are expected to achieve that standard, demonstrating higher levels of skill, dealing with more complex examples, and responding to works of art in increasingly sophisticated ways.

= The standard appearing at a higher level may not be developmentally appropriate at this level, although learning experiences leading toward the skills associated with the standard are assumed to be taking place.

GRADES K-4	GRADES 5-8	GRADES 9-12, PROFICIENT	GRADES 9-12, ADVANCED
1. Content Standard: Identifying and demonstrating movement elements and skills in performing dance			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard:** Students:
accurately demonstrate nonlocomotor/axial movements (such as bend, twist, stretch, swing) (a)	demonstrate the following movement skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery (a)	demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non-locomotor/axial movements (a)	demonstrate a high level of consistency and reliability in performing technical skills (g)
accurately demonstrate eight basic locomotor movements (such as walk, run, hop, jump, leap, gallop, slide, and skip), traveling forward, backward, sideward, diagonally, and turning (b)	accurately identify and demonstrate basic dance steps, positions and patterns for dance from two different styles or traditions (b)	identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions (b)	perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance (h)
demonstrate accuracy in moving to a musical beat and responding to changes in tempo (f)	accurately transfer a rhythmic pattern from the aural to the kinesthetic (d)	demonstrate rhythmic acuity (c)	
demonstrate kinesthetic awareness, concentration, and focus in performing movement skills (g)	demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills (f)	demonstrate projection while performing dance skills (e)	
create shapes at low, middle, and high levels (c) demonstrate the ability to define and maintain personal space (d) demonstrate movements in straight and curved pathways (e)	accurately transfer a spatial pattern from the visual to the kinesthetic (c)	→	→
—	identify and clearly demonstrate a range of dynamics/movement qualities (c)	create and perform combinations and variations in a broad dynamic range (d)	→
attentively observe and accurately describe the action (such as skip, gallop) and movement elements (such as levels, directions) in a brief movement study (h)	describe the action and movement elements observed in a dance, using appropriate movement/dance vocabulary (h)	→	→

demonstrate accurate memorization and reproduction of movement sequences (g)

demonstrate the ability to remember extended movement sequences (f)

refine technique through self-evaluation and correction (i)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
2. Content Standard: Understanding choreographic principles, processes, and structures			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
create a sequence with a beginning, middle and end both with and without a rhythmic accompaniment. Identify each of these parts of the sequence (a)	clearly demonstrate the principles of contrast and transition (a)	→	→
improvise, create and perform dances based on their own ideas and concepts from other sources (b) use improvisation to discover and invent movement and to solve movement problems (c)	effectively demonstrate the processes of reordering and chance (b)	use improvisation to generate movement for choreography (a)	
create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space and/or force/energy) (d)	successfully demonstrate the structures or forms of AB, ABA, canon, call and response, and narrative (c)	demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies (b)	demonstrate further development and refinement of the proficient skills to create a small group dance with coherence and aesthetic unity (d)
demonstrate the ability to work effectively alone and with a partner (e)	demonstrate the ability to work cooperatively in a small group during the choreographic process (d)	choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures (c)	
demonstrate the following partner skills: copying, leading and following, mirroring (f)	demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight (e)	→	→
			accurately describe how a choreographer manipulated and developed the basic movement content in a dance (e)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
3. Content Standard: Understanding dance as a way to create and communicate meaning			
Achievement Standard: Students	**Achievement Standard:** Students:	**Achievement Standard:** Students	**Achievement Standard:** Students:
observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures) (a)	effectively demonstrate the difference between pantomiming and abstracting a gesture (a)	formulate and answer questions about how movement choices communicate abstract ideas in dance (a)	examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives (d)
take an active role in a class discussion about interpretations of and reactions to a dance (b)	observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance (b)	demonstrate understanding of how personal experience influences the interpretation of a dance (b)	compare and contrast how meaning is communicated in two of their own choreographic works (e)
present their own dances to peers and discuss their meanings with competence and confidence (c)	demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance (c)	create a dance that effectively communicates a contemporary social theme (c)	
	create a dance that successfully communicates a topic of personal significance (d)		

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
4. Content Standard: Applying and demonstrating critical and creative thinking skills in dance			
Achievement Standard: Students	**Achievement Standard:** Students:	**Achievement Standard:** Students	**Achievement Standard:** Students:
explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice (a)	create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice (a)	create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions (a)	→
observe two dances and discuss how they are similar and different in terms of one of the elements of dance (such as space, through body shapes, levels, pathways) (b)	demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way (b)		
	compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force/energy (such as movement qualities) (c)	establish a set of aesthetic criteria and apply it in evaluating their own work and that of others (b)	discuss how skills developed in dance are applicable to a variety of careers (d)
	identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast) (d)	formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance? (c)	analyze the style of a choreographer or cultural form; then create a dance in that style (e)
			analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance (f)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
5. Content Standard: Demonstrating and understanding dance in various cultures and historical periods			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
perform folk dances from various cultures with competence and confidence (a)	competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles (a)	perform and describe similarities and differences between two contemporary theatrical forms of dance (a)	→
	competently perform folk, social and/or theatrical dances from a broad spectrum of twentieth-century America (b)	perform or discuss the traditions and technique of a classical dance form (b)	→
learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context (b)	learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance; effectively sharing the dance and its context with their peers (c)	→	→
accurately answer questions about dance in a particular culture and time period (for example, In colonial America, why and in what settings did people dance? What did the dances look like?) (c)	accurately describe the role of dance in at least two different cultures or time periods (d)	create and answer twenty-five questions about dance and dancers prior to the twentieth century (c)	create a time line illustrating important dance events in the twentieth century, placing them in their social/historical/cultural/political contexts (e)
		analyze how dance and dancers are portrayed in contemporary media (d)	compare and contrast the role and significance of dance in two different social/historical/cultural/political contexts (f)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
6. Content Standard: Making connections between dance and healthful living			
Achievement Standard: Students	**Achievement Standard:** Students:	**Achievement Standard:** Students	**Achievement Standard:** Students:
identify at least three personal goals to improve themselves as dancers (a)	identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals (a)	reflect upon their own progress and personal growth during their study of dance (a)	→
explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples (b)	explain strategies to prevent dance injuries (b)	effectively communicate how lifestyle choices affect the dancer (b)	→
—	create their own warmup and discuss how that warmup prepares the body and mind for expressive purposes (c)	analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media (c)	discuss challenges facing professional performers in maintaining healthy lifestyles (d)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
7. Content Standard: Making connections between dance and other disciplines			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students:
create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science) (a)	create a project that reveals similarities and differences between the arts (a)	create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines (a)	→
respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw) (b)	cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern) (b)	clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning (b)	compare one choreographic work to one other art work from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context (d)
	observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations (c)	demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project (c)	create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video, dance, video/computer-aided live performance, or animation) (e)

Music

——————► = The Standard appearing at a lower grade level is not repeated, but students at this grade level are expected to achieve that standard, demonstrating higher levels of skill, dealing with more complex examples, and responding to works of art in increasingly sophisticated ways.

———————— = The standard appearing at a higher level may not be developmentally appropriate at this level, although learning experiences leading toward the skills associated with the standard are assumed to be taking place.

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
1. Content Standard: Singing, alone and with others, a varied repertoire of music			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard, Advanced:** Students
sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo (a)	sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles (a)	→	→
sing expressively, with appropriate dynamics, phrasing, and interpretation (b)			
	sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory (b)	sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory (a)	sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6 (d)
sing from memory a varied repertoire of songs representing genres and styles from diverse cultures (c)	sing music representing diverse genres and cultures, with expression appropriate for the work being performed (c)		
sing ostinatos, partner songs, and rounds (d)	sing music written in two and three parts (d)	sing music written in four parts, with and without accompaniment (b)	sing music written in more than four parts (e)
sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor (e)	→	demonstrate well-developed ensemble skills (c)	sing in small ensembles with one student on a part (f)
	[choral ensemble] sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory (e)		

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard: Students	Achievement Standard: Students	Achievement Standard, Proficient: Students	Achievement Standard, Advanced: Students
perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo (a)	perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control (a)	→	→
perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments (b)			
—	perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 (b)	perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6 (a)	perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6 (d)
perform expressively a varied repertoire of music representing diverse genres and styles (c)	perform music representing diverse genres and cultures, with expression appropriate for the work being performed (c)		
echo short rhythms and melodic patterns (d)	play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument (d)	→	→
perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor (e)	→	perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills (b)	→
perform independent instrumental parts while other students sing or play contrasting parts (f)	→	perform in small ensembles with one student on a part (c)	→

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED

Content Standard 2, continued

[instrumental ensemble/class]
perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory (e)

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard, Advanced:** Students
improvise "answers" in the same style to given rhythmic and melodic phrases (a)			
improvise simple rhythmic and melodic ostinato accompaniments (b)	improvise simple harmonic accompaniments (a)	improvise stylistically appropriate harmonizing parts (a)	improvise stylistically appropriate harmonizing parts in a variety of styles (d)
improvise simple rhythmic variations and simple melodic embellishments on familiar melodies (c)	improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys (b)	improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys (b)	→
improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means (d)	improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality (c)	improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality (c)	improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality (e)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
4. Content Standard: Composing and arranging music within specified guidelines			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard, Advanced:** Students
create and arrange music to accompany readings or dramatizations (a)			
create and arrange short songs and instrumental pieces within specified guidelines (b)	compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance (a)	compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect (a)	compose music, demonstrating imagination and technical skill in applying the principles of composition (d)
———	arrange simple pieces for voices or instruments other than those for which the pieces were written (b)	arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music (b)	——→
use a variety of sound sources when composing (c)	use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging (c)	compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources (c)	——→

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
5. Content Standard: Reading and notating music			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard, Advanced:** Students
read whole, half, dotted half, quarter, and eighth notes and rests in $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ meter signatures (a)	read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, $\frac{3}{8}$, and alla breve meter signatures (a)	demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used (a)	demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs (c)
use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys (b)	read at sight simple melodies in both the treble and bass clefs (b)	→	→
identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing (c)	identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression (c)	→	→
use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher (d)	use standard notation to record their musical ideas and the musical ideas of others (d)	→	→
_____	_____	_____	interpret nonstandard notation symbols used by some twentieth-century composers (d)
	[choral/instr. ensemble/class] sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6 (e)	*[choral/instr. ensemble/class]* sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 (b)	*[choral/instr. ensemble/class]* sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6 (e)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
6. Content Standard: Listening to, analyzing, and describing music			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
identify simple music forms when presented aurally (a)	→	→	→
demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures (b)	describe specific music events in a given aural example, using appropriate terminology (a)	→	demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example (d)
—	analyze the uses of elements of music in aural examples representing diverse genres and cultures (b)	analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices (a)	→
use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances (c)	demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music (c)	demonstrate extensive knowledge of the technical vocabulary of music (b)	→
identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices (d)	→	→	→
respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music (e)			
—	—	identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques (c)	compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style (e)

analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive (*f*)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
7. **Content Standard:** Evaluating music and music performances			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard, Advanced:** Students
devise criteria for evaluating performances and compositions (a)	develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing (a)	evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music (a)	→
explain, using appropriate music terminology, their personal preferences for specific musical works and styles (b)			
	evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement (b)	evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models (b)	evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions (c)

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard: Students	Achievement Standard: Students	Achievement Standard, Proficient: Students	Achievement Standard, Advanced: Students
identify similarities and differences in the meanings of common terms used in the various arts (a)	compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art (a)	explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples (a)	compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures (d)
_____	_____	_____	explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts (e)
_____	_____	compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures (b)	→
identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (b)	describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (b)	explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (c)	→

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
9. Content Standard: Understanding music in relation to history and culture			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard, Advanced:** Students
identify by genre or style aural examples of music from various historical periods and cultures (a)	→	classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications (a)	→
describe in simple terms how elements of music are used in music examples from various cultures of the world (b)	describe distinguishing characteristics of representative music genres and styles from a variety of cultures (a)	→	identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context (d)
—	classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary (b)	→	→
—	—	identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them (b)	→
—	—	—	identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences (e)
identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use (c)	→	→	→

identify and describe roles of musicians in various music settings and cultures (d)

demonstrate audience behavior appropriate for the context and style of music performed (e)

compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed (c)

identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements (c)

Theatre

= The achievement standard at one level is related to more than one achievement standard at another level.

= The Standard appearing at a lower grade level is not repeated, but students at this grade level are expected to achieve that standard, demonstrating higher levels of skill, dealing with more complex examples, and responding to works of art in increasingly sophisticated ways.

= The standard appearing at a higher level may not be developmentally appropriate at this level, although learning experiences leading toward the skills associated with the standard are assumed to be taking place.

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
1. Content Standard: Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history	Script writing by improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	Script writing by improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
collaborate to select interrelated characters, environments, and situations for classroom dramatizations (a)	individually and in groups, create characters, environments, and actions that create tension and suspense (a)	construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience (a)	write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action (b)
improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue (b)	refine and record dialogue and action (b)		

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
2. Content Standard: Acting by assuming roles and interacting in improvisations	Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard** Students
imagine and clearly describe characters, their relationships, and their environments (a)	analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people (a)	analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media (a)	→
use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters (b)	demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices (b)	compare and demonstrate various classical and contemporary acting techniques and methods (b)	demonstrate artistic discipline to achieve an ensemble in rehearsal and performance (d)
assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history (c)	in an ensemble, interact as the invented characters (c)	in an ensemble, create and sustain characters that communicate with audiences (c)	create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions (e)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
3. Content Standard: Designing by visualizing and arranging environments for classroom dramatizations	Designing by developing environments for improvised and scripted scenes	Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions	Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
_____	explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama (a)	explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup) (a)	explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions (f)
_____	analyze improvised and scripted scenes for technical requirements (b)	analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements (b)	→
visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources (a)	develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources (c)	develop designs that use visual and aural elements to convey environments that clearly support the text (c)	collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions (g)
collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup (b)	work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character (d)	apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup (d)	safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions (h)
		design coherent stage management, promotional, and business plans (e)	create and reliably implement production schedules, stage management plans, promotional ideas, and business and front-of-house procedures for informal and formal theatre, film, television, or electronic media productions (i)

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GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
4. Content Standard: Directing by planning classroom dramatizations	Directing by organizing rehearsals for improvised and scripted scenes	Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions	Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
_____	_____	_____	explain and compare the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions (d)
_____	_____	develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting (a)	collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions (e)
_____	_____	justify selections of text, interpretation, and visual and aural artistic choices (b)	→
collaboratively plan and rehearse improvisations and demonstrate various ways of staging classroom dramatizations (a)	lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills (a)	effectively communicate directorial choices to a small ensemble for improvised or scripted scenes (c)	conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals (f)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
5. Content Standard: Researching by finding information to support classroom dramatizations	Researching by using cultural and historical information to support improvised and scripted scenes	Researching by evaluating and synthesizing cultural and historical information to support artistic choices	Researching by evaluating and synthesizing cultural and historical information to support artistic choices
Achievement Standard: Students	Achievement Standard: Students	Achievement Standard Students	Achievement Standard: Students
communicate information to peers about people, events, time, and place related to classroom dramatizations (a)	apply research from print and nonprint sources to script writing, acting, design, and directing choices (a)	identify and research cultural, historical, and symbolic clues in dramatic texts and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions (a)	research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions (b)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
6. Content Standard: Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms	Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	Comparing and integrating art forms by analyzing traditional theatre, dance, music, and visual arts, and new art forms	Comparing and integrating art forms by analyzing traditional theatre, dance, music, and visual arts, and new art forms
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts (a)	→	describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts (a)	compare the interpretive and expressive natures of several art forms in a specific culture or historical period (d)
compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts (b)	describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts (a)	→	→
—	—	determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre (b)	compare the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as performance art) (e)
select movement, music, or visual elements to enhance the mood of a classroom dramatization (c)	incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes (b)	illustrate the integration of several arts media in informal presentations (c)	integrate several arts and/or media in theatre, film, television or electronic media productions (f)
—	express and compare personal reactions to several art forms (c)	→	→
—	describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts (d)	→	→

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
7. Content Standard: Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions	Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions	Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard:** Students
identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances (a)	describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances (a)	→	→
explain how the wants and needs of characters are similar to and different from their own (b)	articulate and support the meanings constructed from their and others' dramatic performances (b)	construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues (a)	construct personal meanings from non-traditional dramatic performances (e)
articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances (c)	use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances (c)	articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compares perceived artistic intent with the final aesthetic achievement (b)	analyze, compare, and evaluate differing critiques of the same dramatic texts and performances (f)
		analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices (c)	critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese Kabuki, and others) (g)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating (d)	describe and evaluate the perceived effectiveness of students' contributions (as playwrights, actors, designers, and directors) to the collaborative process of developing improvised and scripted scenes (d)	constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions (d)	analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate to inform further development of the work (h)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
8. Content Standard: Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present	Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre re. :cts life (a)	describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture (a)	compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts (a)	→
_____	explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media (b)	identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods (b)	analyze the social and aesthetic impact of underrepresented theatre and film artists (e)
identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions (b)	analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures (c)	→	→
_____	explain how culture affects the content and production values of dramatic performances (d)	identify cultural and historical sources of American theatre and musical theatre (c)	analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods (f)
_____	explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life (e)	analyze the effect of their own cultural experiences on their dramatic work (d)	→
_____	_____	_____	analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods, and explain influences on contemporary theatre, film, television, and electronic media productions (g)

BEST COPY AVAILABLE

Visual Arts

= The achievement standard at one level is related to more than one achievement standard at another level.

= The Standard appearing at a lower grade level is not repeated, but students at this grade level are expected to achieve that standard, demonstrating higher levels of skill, dealing with more complex examples, and responding to works of art in increasingly sophisticated ways.

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
1. Content Standard: Understanding and applying media, techniques, and processes			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard, Advanced:** Students
know the differences between materials, techniques, and processes (a)	select media, techniques, and processes, analyze what makes them effective or not effective in communicating ideas, and reflect upon the effectiveness of their choices (a)	apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks (a)	communicate ideas regularly at a high level of effectiveness in at least one visual arts medium (c)
describe how different materials, techniques, and processes cause different responses (b)	intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas (b)	conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relate to the media, techniques, and processes they use (b)	initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation (d)
use different media, techniques, and processes to communicate ideas, experiences, and stories (c)			
use art materials and tools in a safe and responsible manner (d)	→	→	→

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
2. Content Standard: Using knowledge of structures and functions			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard, Proficient:** Students	**Achievement Standard, Advanced:** Students
know the differences among visual characteristics and purposes of art in order to convey ideas (a)	generalize about the effects of visual structures and functions and reflect upon these effects in their own work (a)	demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art (a)	demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives (d)
describe how different expressive features and organizational principles cause different responses (b)	employ organizational structures and analyze what makes them effective or not effective in the communication of ideas (b)	evaluate the effectiveness of artworks in terms of organizational structures and functions (b)	create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions (e)
use visual structures and functions of art to communicate ideas (c)	select and use the qualities of structures and functions of art to improve communication of their ideas (c)	create artworks that use organizational principles and functions to solve specific visual arts problems (c)	→

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
explore and understand prospective content for works of art (a)	integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks (a)	reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture (a)	describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others (c)
select and use subject matter, symbols, and ideas to communicate meaning (b)	use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks (b)	apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life (b)	evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others (d)

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
4. Content Standard: Understanding the visual arts in relation to history and cultures			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
know that the visual arts have a both a history and specific relationships to various cultures (a)	know and compare the characteristics of artworks in various eras and cultures (a)	differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art (a)	analyze and interpret artworks for relationships among form, context, purposes, and critical models showing understanding of the work of critics, historians, aestheticians, and artists (d)
identify specific works of art as belonging to particular cultures, times, and places (b)	describe and place a variety of art objects in historical and cultural contexts (b)	describe the function and explore the meaning of specific art objects within varied cultures, times, and places (b)	analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning (e)
demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art (c)	analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art (c)	analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making (c)	→

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
5. **Content Standard:** Reflecting upon and assessing the characteristics and merits of their work and the work of others			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
understand there are various purposes for creating works of visual art (a)	compare multiple purposes for creating works of art (a)	identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works (a)	correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions (d)
describe how people's experiences influence the development of specific artworks (b)	analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry (b)	describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts (b)	→
understand there are different responses to specific artworks (c)	describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures (c)	reflect analytically on various interpretations as a means for understanding and evaluating works of visual art (c)	→

GRADES K–4	GRADES 5–8	GRADES 9–12, PROFICIENT	GRADES 9–12, ADVANCED
6. Content Standard: Making connections between visual arts and other disciplines			
Achievement Standard: Students	**Achievement Standard:** Students	**Achievement Standard:** Students	**Achievement Standard:** Students
understand and use similarities and differences between characteristics of the visual arts and other arts disciplines (a)	compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context (a)	compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis (a)	→
identify connections between the visual arts and other disciplines in the curriculum (b)	describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts (b)	compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences (b)	synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences (c)